

Kindergarten Unit Outline Example
Kindergarten Focus: Myself and Others

Unit 1: Telling Stories About Myself and Others

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
H2 Living and Working Together <i>Use historical thinking to understand the past.</i> K – H2.0.1 Distinguish among yesterday, today, tomorrow.	<i>Distinguish</i> yesterday today tomorrow	Using language to support chronological thinking
K – H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).	<i>Create</i> a timeline	Using timelines to support chronological thinking
K – H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.	<i>Identify</i> beginning middle end	Using language to support chronological thinking
K – H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	<i>Describe</i>	Using primary sources to learn about the past

Unit 2: Organizing the World Around Me

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
G1 The World in Spatial Terms <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i> K – G1.0.1 Recognize that maps and globes represent places.	<i>Recognize</i> maps globes	Maps and globes are representations of our surroundings and the earth. We use a variety of geographic tools and technologies to answer geographic questions.
K – G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	up/down, in/out, above/below <i>Identify</i>	Using language to identify position and relative location
G2 Places and Regions <i>Understand how regions are created from common physical and human characteristics.</i> K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).	<i>Identify Describe</i>	Regions are identified by common characteristics.
G5 Environment and Society <i>Understand the effects of human-environment interactions.</i> K – G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).	<i>Describe</i>	People adapt and modify their environment to meet human needs.

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Unit 3: Working Together for the Common Good

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C2 Values and Principles of American Democracy <i>Understand values and principles of American constitutional democracy.</i> K – C2.0.1 Identify our country’s flag as an important symbol of the United States.	<i>Identify</i> flag	CDV: patriotism symbols of the United States
K – C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).	<i>Explain</i> fair common good rights of others	CDVs: common good, justice, equality, and diversity Rights have limits. Using the principle of the rule of law to promote justice
K – C2.0.3 Describe fair ways for groups to make decisions.	<i>Describe</i> fairness	CDVs: justice, equality, common good There are negative consequences for not having rules or laws.
C5 Role of the Citizen in American Democracy <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i> K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).	responsibility self control <i>Acting</i> cooperatively in groups	Citizens have both rights and responsibilities.
P3.1 Identifying and Analyzing Public Issues <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i> K – P3.1.1 Identify classroom issues.	<i>Identify</i> issue	Resolving conflict peacefully
K – P3.1.2 Use simple graphs to explain information about a classroom issue.	<i>Explain</i> graph issue	Using graphs, charts and visual data to inform decision making
K – P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.	<i>Compare</i> issue point of view	Understanding a variety of points of view
P3.3 Persuasive Communication About a Public Issue <i>Communicate a reasoned position on a public issue.</i> K – P3.3.1 Express a position on a classroom issue.	<i>Communicate</i> (in age appropriate ways)	Express a reasoned position.
P4.2 Citizen Involvement <i>Act constructively to further the public good.</i>	<i>Participate</i>	Citizens can work together to promote the values and

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K – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.		principles of democracy. CDV: common good
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Unit 4: My Economic Life

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
E1 Market Economy <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i> K - E1.0.1 Describe economic wants they have experienced. <u>Teacher help:</u> economic wants are desires that can be satisfied by consuming a good, service, or leisure activity.	<i>Describe</i> wants	economic wants
K - E1.0.2 Distinguish between goods and services.	<i>Distinguish between</i> goods services	goods services
K - E1.0.3 Recognize situations in which people trade.	<i>Recognize or Identify</i> trade	trade